



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## BOOK REVIEWS

---

*Socrates, Master of Life.* By WILLIAM ELLERY LEONARD. Chicago: Open Court Publishing Co., 1915. Pp. 118. \$1.00.

The interest of mankind in its heroes is perennial. That in particular the heroes of the spirit should claim and receive the attention of the thinking portion of the race in our time is a credit to be set against the debit created by the inestimable loss of spiritual values incident to the recrudescence of the beast in the present world-wide struggle for national existence. The year 1914 brought forth two ambitious studies of Socrates by Mayer and Busse; the following year gave us the little study here under review, first appearing in a journal, then in book form. The interest in Socrates at this particular time may be regarded as comic, as tragic, or as prophetic. Some will see in it an evidence that the scholar is sadly out of touch with a day pregnant with great events which are not dreamed of in any philosophy; others will discover in it an instance of the fair flower rudely plucked by a profaning world; others again may hold with me that the thoughts of the prophets interpret the inarticulate dreams of the slower-witted folk, who will one day realize that the seers beheld afar off. Surely the years beginning with 1914 will seem to succeeding ages a cry from the universal heart of man for a Socrates who shall shame the worldly ambitions of the strong and teach men the true values of life, patriotism, courage, simplicity, contentment with few material goods, and an indefeasible hostility to all shams and to the social injustice which springs from adherence to ideals unworthy of the high estate and destiny of man.

Compared with the studies of Busse and Mayer, Professor Leonard's book is slight in compass. It is not a monument of learning, bearing on its face the evidence of wide reading and deep research. It was not intended to be so regarded, though the competent reader will detect in it, as in some of Pater's essays, the fruits of ample study and reflection. It is essentially an essay, and, judged by the canons of its literary kind, it is thoroughly admirable. Indeed, I do not know where one would find in English a more sane and thoughtful essay on its great subject than this. Its only rival is the article by Henry Jackson in the *Encyclopaedia Britannica*. I for one most cordially welcome Professor Leonard's booklet; for I have waited for years for just such a treatment of Socrates, to which I might with confidence refer my students.

By this hearty commendation I do not wish to imply that I agree altogether with our author's methods or conclusions. So far as the biographical sketch is concerned, it is well done, and the conclusions are based on a sound feeling and tact in dealing with sources. Our author has shown by his translation of *Empedocles* that he has an adequate command of Greek, and the literary

taste of that work as well as the present commands the scholar's confidence and admiration. But it is somewhat disconcerting to find him praising the method of so unsound a critic as Professor Taylor in his *Varia Socratica*, and the almost exclusive use of Xenophon and Aristotle as authorities for the thought of Socrates foredooms his essay to failure in the effort fully to appraise the scope and bearings of the great teacher's message. What Socrates said is of secondary importance; the thoughts which his intellectual midwifery brought to the birth in the circle of his friends are all-important. And who, among those devoted followers, will venture to ignore the greatest of his disciples, Plato? To be sure, to mention Plato is to raise a perfect swarm of unanswered questions; but every writer on Socrates must face and answer them, especially if he accepts Plato's *Apology* as a tolerably authentic document, as our author does. For Plato alludes in almost innumerable passages in his dialogues to the trial and defense of Socrates, and these passages present a strikingly harmonious interpretation of the event and its causes. Their agreement with one another and with the *Apology* renders a middle course regarding the latter untenable; and I for one prefer to trust the insight of a Plato rather than the bonhomie of that prototype of the good-hearted country squire, Xenophon. As for Aristotle, he is concerned only with Socrates' contribution to "philosophy." The tradition of the Academy could yield him that; for the rest, the attitude moral and social reformer, Plato, and the cynics, Crates and Hipparchia, who went, like Salvation Army captains, from door to door inquiring into the state of the inmates' souls, seems to me to be more in agreement with the spirit of Plato's *Apology* than the dull utilitarianism of Xenophon.

W. A. HEIDEL

WESLEYAN UNIVERSITY

---

*High School and Class Management.* By HORACE A. HOLLISTER. New York: D. C. Heath & Co., 1915. Pp. 314.

*High School and Class Management* is the most complete treatise on the subject that it has been my pleasure to read. Very much unlike many efforts of the kind, it contains matter of real interest for the teacher, principal, superintendent, school-board member, and even for the teachers' agency. The style is simple and interesting, the subject-matter vital, and the presentation clear and concise.

The work is divided into three general parts. The first shows the evolution of the high school, and gives a brief history of the development of its function, together with a suggestive outline of factors which the author believes will be prominent in bringing about further development and gives the high school a wider scope of usefulness in the community.

The second part consists of a very comprehensive discussion of the general management of the modern high school. Its chapters should prove interesting reading to every superintendent, principal, and teacher whose narrowness of